

SUMMARY ON THE PRE-SCHOOL PROGRAM

The Paid Day Nursery made plans to participate in the Pre-School program on December 1, 1965, after having been asked to develop groups. Our first step was to hire a community worker. His chief duties consisted of recruiting children to participate in our program. He secured a list of families who were welfare recipients and other families whose income was \$3,000.00 or less.

From these two groups, forty-five children were selected from the community to participate in our all-day program, offering a hot lunch, two snacks, and also a nap in the afternoon. In addition to the program funded by the U.C.C., we have enrolled thirty-five children who pay a nominal fee for the service offered by the agency.

Many of our new children had difficulty adjusting to the program: they were confronted with many problems, and had to be re-assured constantly by a staff person that they were accepted and loved and that "mommie would return" and take them home. Many of the children could only stay a half day until they became adjusted. However, after four months the parents find it difficult to keep them home even when illness is apparent. It is rewarding to see this wonderful adjustment made by these children. They now feel secure enough to venture from their parents and become part of the group.

The pre-school experience will enable them to make a better adjustment when they enter kindergarten, and to feel at ease about being away from home, and to accept help and direction from adults other than parents. This help enables the child to develop self-identity and a view of themselves as having competence and worth. Many of our children in four months have made progress in developing skills - both listening and speaking. In many cases excessive aggression, and hitting among small children has been turned into positive characteristics. Much of the anger and hostility displayed by them has subsided.

All parents are welcome to visit, to participate and contribute ideas. At present we are receiving wonderful cooperation. We meet with our parents advisory board and discuss problems and future plans for our pre-school program. There is nothing more exciting for a young to say with pride than, "That's my daddy", or "That's my mommy" when they see them attending meetings or assisting with the program of the nursery school.

We now have forty-five families on the waiting list and numerous calls, asking for the service. We feel we are reaching the right families, and have taken giant steps in attempting to open a wider world for children from poverty.

II. THE CHILDREN:

As of March 14, 1966, 2,120 children are being served in 67 classrooms, situated in 46 different facilities throughout the entire city of Newark. The breakdown by Area Boards is as follows:

Area 1	356	
Area 11	736	
Area 111	412	From Capt Center
Area 1V	125	
Area V	200	
Area VI	261	
Area VII	30	
	<u>2,120</u>	

It is significant that we have concentrated our efforts heavily in Areas 11 and 111, those areas of greatest need. It is regrettable that in both these areas we have substantial waiting lists because of problems in securing the contribution of adequate facilities in these markedly impoverished communities. (This problem will be discussed subsequently)

It should be noted that, in actuality, we have served a larger number of children than the total given above. This is due to a high degree of mobility among our population. In one case there was a turnover of children of two-thirds of the enrollment within a three month period. Wherever possible we have followed the family if they have relocated in Newark, in an effort to get the youngster enrolled in a center close to his new home.

What has happened to the children with whom we have worked, some since September 13, the opening date of our first centers, others as recently as late February? At this point we are unable to submit much in the way of objective data. We have administered certain tests and surveys to the children, developed from testing materials used in last summer's Head Start Program. We will do post-tests of the same children at the end of the year and hope to pass on any pertinent data to the receiving schools. The lack of time and personnel has inhibited the thorough kind of research desirable. Therefore, there has been added to our budget a sum which would enable us to secure more careful, more objective data, than we have been able to obtain this year. (See Budget Line 31) Most of our judgment as to the growth of the children has inevitably come from the subjective evaluation by teachers, parents, supervisory and administrative personnel. Because they have had many years experience in working with young children, we respect their observations as having validity.

In general, the children's initial adjustment to school was an easy and comfortable one with relatively few separation problems. Orientation of the staff concentrated on the importance of the initial contact of the child and his mother with his new teacher. All members of the staff were effective in making both the child and the parent feel welcome as individuals, as well as significant members of the group. The children welcomed routines and

responded quickly to adult direction. They were immensely excited by the beautiful materials they found in school. Although sometimes initially inhibited in experimenting with these unfamiliar materials, generally the children moved first in the direction of playing with toys and were less concerned in making relationships with other children or adults. Those children who were fearful moved to adults for physical and emotional support.

In the course of the year the children have shown much progress in the development of curiosity, in the ability to establish relationships with other children, in feeling free to test new materials, games, etc. Generally there have been manifestations of greater self-confidence and self-expression. Pre-School has become for many children a major source of intellectual stimulation and personal recognition. New classes reflect the varying abilities of the teaching staffs. Classes show wide differences in their growth patterns. In addition to the formal tests (noted earlier,) administered to check intellectual, emotional, and social development, extensive health and behavior records are being kept on each child. They have, in some cases, served as the basis for referral and will be of value in the general follow-up of children as they move on. We have found that the recording of behavior and growth of children has sharpened the staff's awareness of individual differences. It has also served to develop skills in observation. Working with our children we have found that many of the stereotypes of the "underprivileged child" do not fit. Many children are physically agile, independent, and imaginative; some lack these skills. Some of our children need much help in the development of fine muscle coordination; others are amazingly well coordinated. Generally the children are more verbal than implied in common stereotypes. Most, however, need help in building concepts and vocabulary and greater skill with language. Response to adult interest and activity has been rewarding. (See Section on Program which describes greater emphasis on entire language area).

We find that most children relate to, cooperate with, and help other children, but there is a reticence by some in learning to trust and communicate with adults. Because of the world in which they live, many of the children are hesitant and even fearful of community authority figures. We are working in the direction of encouraging a greater sense of trust in adults, aware, of course, that adults must, in turn, be worthy of receiving that trust.

The picture of the Newark ghetto and its effect on young children comes forth dramatically---broken homes, constant uprooting, chronic unemployment. When our Community Service Workers (whose specific function is the maintenance of comfortable relations with the family) go into a home to find the reason for a child's absence, they may find that the family has been turned out, or evicted, with little or no emergency assistance available. Many families of Pre-School children are constantly plagued by lack of clothing, lack of food, and inadequate housing.

Because of very limited staff and facilities there are, in the city of Newark, long waiting lists of children needing medical help. Even more glaringly absent are dental services. There is no psychological help available for the four year old child. In the course of our physical examinations, we are identifying problems which need attention not available in Newark. We are, therefore, asking a "per child" allocation for such remedial follow-up. (See Budget Line 29)

A large portion of our families are supported by public assistance. Benefits under these programs are inadequate to meet minimal subsistence levels. Families receiving benefits under the Aid to Dependent Children program are by law without male heads of households. In many other families where there is a father in the home he cannot project himself as a man if he is unemployed or incapable of earning a respectable wage, for his family. Far too many children are caught up in this endless cycle of poverty with no hope or sight of relief.

These learnings concerning poor children and the problems their families must cope with are leading us to new insights into the problems of poverty and, in some cases, pointing to new techniques for attacking them. By cooperation with the Blazer Work Training Program, another Community Action Program in Newark, we hope soon to be serving lunch and affording a full day program for around 275 children. This is not adequate. Many more of our children need this service. We have attempted to give the half-day children snacks of high nutritional content. We would like next year to work out the means for providing a full lunch for every child. Our budget reflects this increase in food costs. (See Budget Line 40) There is also a real need to provide rich educational programs, not just babysitting, for younger children of working mothers.

PROJECTIONS FOR WORK WITH CHILDREN

1. Provision will be made to give corrective and remedial service in meeting physical, medical, psychiatric, speech and dental needs, for both children and families. (See Budget Line 29)
2. A full meal will be provided for every child. (See Budget Line 40)
3. Research programs will be developed to obtain objective data concerning the development of children in our program. (See Budget Line 31)
4. The entire staff must know the community more intimately. We will continue to employ the talents of staff members who relate to parents of various ethnic and cultural groups.
5. We must be concerned with the kind of public school experience into which our children will move. These are not the same children who have come from this community in previous years. Schools must build on their interest in learning, their self-confidence, and their imaginative and creative abilities. The classroom environment must sustain their curiosity, their independence, and their enjoyment in learning, and build on them in ways that have not been accomplished in the past.
6. Health Insurance will be provided for all children enrolled in the program. (See Budget Line 30)

III THE PROGRAM

The program offered the children has been highly individualized in the different classes, reflecting the strengths and interests of each teacher, and building on the identified interests and needs of the particular group of children.

The program included trips, taken by the children, frequently with their parents, out into their immediate neighborhood, i.e. the local poultry market, the grocery, the pet shop, the post office, etc. In addition bus trips have been taken to both city and county parks, to the museum, to a large department store, and to branch libraries. The value of such trips has led to the development of a more extensive trip program for next year. (See Budget, line 35)

A special note of commendation is due to the institutions who have so graciously received our children. The Newark Museum has afforded opportunities for children to see and handle animals. In addition, visits to the Planetarium, with a program cooperatively developed by the museum staff and our own staff for four year olds, afforded everyone a rich experience. The local librarians have been cooperative in visiting centers, explaining library procedures, reading stories and generally helping us foster enthusiasm for the world of books, for our parents as well as the children.

Many staff members come from the community of our children. Some "Early Childhood" professionals have found positive practices existing in the culture of urban poverty that had, as yet, been overlooked. In the In-Service Training program we have endeavored to encourage, rather than negate, the fine, if different, ways in which staff members relate to children. In many ways this has been a learning year for each one participating at all levels. As outlined in last year's Program Description, much emphasis has been put on verbal skill and language development. As we worked with children and as we learned from parents and other persons in the community of their great concern for the children's future reading ability, we began to put even greater emphasis in this area. We, in a sense, refocused our program with the development of concepts and verbalization as the primary goal.

PROJECTIONS FOR PROGRAM DEVELOPMENT

1. We will continue our In-Service Training Program (See Section on Orientation and Service Training) to the end that all staff members continue to grow in their understanding and insight concerning child development.
2. We will continue to help our staff in creative use of excellent and varied classroom equipment and materials.
3. We will continue to encourage resourcefulness on the part of staff in creating their own learning materials.
4. We will continue to examine and study the widest possible range of materials, i.e. Montessori, Deutsch, to determine their value in working with our children in a more effective concept development.
5. We intend to expand the number of full day facilities and do more work, on an experimental basis, with programs for younger children.
6. A more extensive trip program will be provided. (See Budget, Line 35)

IV. STAFF AND SELECTION OF PERSONNEL

In this first year, much energy has gone into the development of program. As the program evolved individuals began to discover their own unique competencies and interests and were able to capitalize on them in program development. The three members of each classroom staff, Leader, Leader-In-Training and Aide, have been encouraged to work as a teaching team. We made a deliberate effort to avoid a sharp line of authority structure and we are making progress in a team kind of cooperation. Interpersonal conflicts which have inevitably developed, seem to have been most effectively resolved by focusing the attention of all involved on the children and their needs. A part of our In-Service-Training Program which dealt with self-understanding, facilitated the working out of more harmonious relationships. However, need has been demonstrated for professional counseling services. (See Budget Line 26)

In general, staff performance has reflected a healthy combination of teaching skills and a commitment to the very basic elements of the Anti-Poverty Program. As the year progressed it became apparent that our concern with four old's and their welfare led us beyond the home into the community at large. Along with the parents of our children, we join with the rest of the Newark community in a united assault on the broad spectrum of the problems of poverty.

Ninety percent of our staff live in the program area. The staff's close identification with the community has facilitated the cooperation of parents and others within the area of a Center. Significantly our program has offered gainful employment to community residents, many of whom are feeling for the first time the sense of being an important part of an essential community effort. For this reason we are raising salaries from the poverty level. We have requested that Leaders-In-Training and Aides (referred to next year as "Teachers-In Training and Teachers Assistants,") be employed on an annual salary rather than an hourly wage. (See Budget Lines 18 & 22) Because we are helping them to become professional in attitude as well as skill, and because of their contribution to our program, we feel that these salary changes are extremely important.

Over 20% of our staff are Spanish speaking. The effectiveness of having bilingual staff is of inestimable value, for the staff, as well as the children. Opportunities for the intercultural exchange and language learning have afforded richer human relationships among staff and led to recognition of creative abilities and resources which might have been otherwise overlooked.

The presence of male staff members in a number of our centers has dramatically demonstrated the effectiveness of identification with a male figure, lacking in many of the children's homes.

The training qualifications of our teaching staff (not including supervisory staff) may be summarized as follows:

Colleges degrees, or 4 or more years of college	59
3 years college	18
2 years college	30
1 year college	24
High School Graduate	57
Less than High School Diploma	45

Many of our teaching staff hold degrees from colleges or institutions which do not place them on a competitive level in the field of education. To these people the program has given an opportunity to make their contribution to society. Through proposed college course offerings it is our hope that opportunities will be given for their meeting state certification requirements.

New staff are employed after an interview with our Personnel Director and in interview with some member or members of our professional staff. Priority is given to residents of the city of Newark. Wherever possible, it is our policy to promote our current staff members when vacancies exist at a higher level.

We have found it impossible to employ Social Workers of the level of competency we must have at the salary budgeted for the current year. We have employed only two of the five Social Workers authorized. The reason is financial. We are, therefore, requesting an increase in the base salary which will enable us to move into this highly competitive area. (See Budget Line 10).

The significant contribution of Community Service Workers, who come directly from the neighborhood and have the confidence of their neighbor has been felt in many ways. They have located and recruited children, frequently with great effort to overcome a parent's fear or lack of concern. They have helped tremendously in bringing in parents for parent meetings, as well as other community action meetings, i e, Area Board meetings, United Community Corporation meetings, etc. They have helped the teachers involve parents in the children's activities and interpreted to them the program goals. They have been of great value in facilitating the program of Social Welfare Services and of injections and physical examinations. Our current program allows one Community Service Worker to each Unit, i e, of 120 children and their families.

* Because of their unique contribution and because of their being almost impossibly overburdened by present work loads, we are requesting the addition of 30 more Half-Time Community Service Workers. In addition to improving our work with children, new job opportunities will be created for many people in our community. (See Budget Line 23)

* Request for 14 additional Community Service Workers is pending. Sixteen currently authorized.

PROJECTIONS CONCERNING STAFF AND SELECTION OF PERSONNEL

1. Continue wherever possible to give priority to the people of our particular community and residents of Newark.
2. Continue to refine our employment and performance review procedures for all staff.
3. To continue to develop clear cut personnel policies.
4. Provide professional counseling services for staff. (See Budget Line 26)
5. Increase salary for Social Workers to enable us to hire the quality personnel we must have. (See Budget Line 10)
6. Employ as many men as we can and pay special attention to their assignment in Centers where they are most needed.
7. Expand and increase the effectiveness of Community Service Workers by adding 30 half-time Community Service Workers. (See Budget Line 23)

ORIENTATION AND IN-SERVICE TRAINING

Because the opening of our Centers has been phased according to the availability of new facilities, we have employed and oriented five separate groups of new staff members. In September, October, January, and February, major one-week orientation sessions were developed by the Program Director, the Field Coordinators, and Unit Supervisors. Generally, the orientation program focused on these areas:

The development of self and interpersonal relations
Study of the socio-economic issues of Newark with special emphasis on the problems of the impoverished family

Pre-School values

The nature of the four year old

Parental involvement

Study of best nursery school teaching procedures, including workshops in music, dance, art, science, classroom organization, and arrangement, story-telling, block building, dramatic play, use of specific materials, etc.

As we began to work with children it became apparent that we needed much more than the initial orientation. An extensive In-Service Training Program was essential. Recognizing this need, the Board of Trustees of the Council released classes on alternate Mondays so that the full day might be devoted to training. As we began to develop the program, using all the resources of our administrative and supervisory personnel, we were impressed by the quality of the training and the active response of our teaching staff. Through the efforts of Dr. Charles R. Kelly, Special Educational Advisor in the New Jersey State Office of Economic Opportunity, Dr. Donald Herdman, Dean of the School of Education of Fairleigh-Dickinson University, the New Jersey State Department of Education, and the Community Action Program Training Institutes, we are attempting to arrange the award of fifteen hours of college credit for those of our staff who will have completed our In-Service Training Program. A copy of the proposed program is attached as Appendix A.

In addition, through the cooperation of Mr. Ray Ast, Montclair State College, and a group of volunteer women from the Northern New Jersey Council of Jewish Women, we are offering a program of instruction for staff in preparation for the High School Equivalency examination. Approximately 80 hours of tutorial work will be provided for each applicant. It is our conviction that both of these programs will have a strong motivating effect on our teaching staff to continue their educational study.

We are providing vocational guidance for many of our staff, acquainting them with degree and teaching certificate requirements.

A great number of our facilities will not be available to us during the summer months. The Housing Authority and a great number of churches operate summer educational and recreational programs for their children, but we plan to continue a number of Centers on the full twelve month operation. It is our current plan that those staff members who have earned a full month's vacation will take that vacation in the month of July. (The Center's operating in the few churches would, of course, be provided with adequate supervision and services.) The month of August will be devoted to the organization of new classes and the orientation of staff, new and old, for the next year's work.

ORIENTATION, AUGUST 1966

August 1 - August 5

Focus I Over View of Newark

What is the socio-economic picture in Newark?
What are community action groups doing now?
Where and how does Pre-School fit in?
Believing that education is the key for change, what is our responsibility for the four year old within his family, and for his family within this community?

Focus II Communication Skills

- a. Emphasis on the development of better communication among members of Pre-School, all personnel and the community.

Sensitivity training and Interpersonal relationships.

- b. Gain a better understanding of our organizational structure, defining job roles and responsibilities in preparation for the orientation of all staff.

August 8 - August 12 BEGIN ORIENTATION OF ALL PERSONNEL

- A - Beginning a New Year --- All of Pre-School personnel, keynote speakers, and program to highlight needs of the urban society, where we are working, and to seek to develop a sense of commitment to the task ahead.

B - INTRODUCTION TO THE WORK OF AREA BOARDS

Area Groups will meet with Area Board Representatives and focus on special needs of that individual area as it affects the daily life of four year olds and their families.

- C - Area Workshops will focus on special needs of children and their families in view of that particular area, i.e. Spanish population, ethnic problems, special poverty problems or school difficulties.

Guest speakers from various community levels will address themselves to the problems of the area, and our relationships to various action groups now seeking change.

August 15 - 19 A. Unit Workshops: Staff will meet with Unit Supervisors on keeping of records and all necessary documentation related to:

- 1 - Recruitment of children
- 2 - Keeping of health forms, attendance records, children's progress forms, records of home visits, special events, etc.

B. Family involvement in the Pre-School Program and in the Community-Staff will explore ways of including the family in an enriched language development program within the school and community.

C. Learning about Community Health and Social Service Programs.

Instructions from nurses and doctors within the pre-school on the keeping of health records.

Safety workshops with fire department.

Making plans for health check ups and immunization.

Work with Social Workers and psychologists regarding needs of the children and their families.

D. FIELD WORK:

Calling in the homes of children who will be starting pre-school.

August 22nd --- 31 Orientation for Programming and Curriculum

A. Programming for the Pre-Schooler

- 1- Teaching staff will explore community to discover neighborhood educational resources in parks, stores, fire stations, libraries, construction sites, etc.
- 2- Workshops will be developed stressing: Music, Art, Social Studies, Mathematics, Science, and Language Arts and communication skills.
- 3- Good nursery procedures.
- 4- Planning the first day: planning the on-going program.

B. Learning How to Include Parents in the Teaching Program.

- 1- Parents and friends in the community will be invited to enjoy library workshops, films, books, music and the arts.

- 2- Parents and Staff will meet together to discuss "Preparing Your Child for School" and the staff will assist parents in plans for proper clothing, physical examinations, early school adjustment, health and safety needs.

September 1 - 2

Preparing Rooms for children

Delivering and receiving supplies

Taking inventories

Enrolling children, getting further acquainted with parents and neighborhood.

PROJECTIONS FOR ORIENTATION AND IN-SERVICE TRAINING

1. Teachers, and Supervisory and Administrative personnel must move further in the direction of searching new ways to foster growth of our children and discard our old and unsuccessful methods.
2. We will continue an In-Service Training Program of the same high quality we have achieved this year. (See Budget Lines 32 & 33)
3. We will provide even more specialized training for our Community Service Workers and Social Workers, geared to the specific problems of our local community. (See Budget Lines 32 & 33)
4. We will continue to search for ways in which to work with parents to earn and keep their respect and to provide an educational program for them. (See Budget Line 34)
5. Arrangements are being made for field courses to be held evenings in Newark through college extension and field service departments of neighboring colleges and universities.

VI. PARENTAL INVOLVEMENT:

Parents from the program area have been involved in the Pre-School Council from the formative stages. It was the parents, many who would have children enrolled in the program, who comprised the majority membership in the Council. Their small donations supported the organization from February through September 1965 when the federal grant came through. Before staff was hired for the program, parents and other community people began to recruit children for the classes and helped publicize the program to get more people involved. These volunteers served on the various committees that enabled the writing of the proposal, location of facilities and the establishment of a permanent community organization.

The Council by-laws stipulate that at least one half of the Board of Trustees will be parents of children enrolled in the program. Now that classes are in operation, this phase has been implemented.

Recognizing the importance of parental involvement, the Office of Economic Opportunity required as a condition of grant that a parent program be instituted within 30 days of the beginning of classes.

This provision has been willingly complied with, since our commitment has been to insure maximum participation by the people to be served by the program. All staff has been oriented to their responsibility to make parents not only feel welcome in the centers but also to feel needed in the educational preparation of their children in the class, as well as at home.

A letter of welcome is sent to the child and parent when the child is to begin class. The letter explains the goals of the program and urges parents to bring the children even if they do not have inoculations, since our program provides this.

Teaching staff and the field staff have all been involved in helping parents obtain the necessary birth certificate. Great emphasis is placed on obtaining the birth certificate this year so that there will be no obstacle to public school entry the following year.

The letter is preceded and followed by a home visit from a staff member, usually the teacher. When the child first begins class, teachers urge parents to try to stay in the class for the first couple of days so that the child can make the adjustment with his or her help. In most cases, it is the mother, father, or guardian who brings the child and picks him up after class. This gives the parents a chance to get to know each other and the teachers an invaluable daily personal contact with the child's family.

The teaching staff encourage parents to visit the classes and even participate in the class activities. This opportunity not only delights the children but also helps give the parents a better understanding of how the children learn and how they can help at home.

In some centers parents have helped with special art activities, taught Spanish songs and nursery rhymes, gone on community and special trips. Fathers have voluntarily painted rooms, have made equipment and repaired toys for classes. Mothers have collected clothing and passed it on to neighbors for use. They are having informal "koffee Klatches" and meetings outside of the classroom. Parents have formed walking pools to take turns bringing children to class. People who lived in the same neighborhood for years are now beginning to make friends.

There is an "organized" parent program in the sense that regular parent meetings are held at each center. Each parent group reflects the ethnic and cultural background of the community. Many meetings are held in Spanish and English to make all parents feel there is a role for them to play in the group. The parents meetings vary from having speakers on nutrition, fire safety and planned parenthood to music workshops in which parents have a chance to experiment with the materials their children use in class. Arrangements are made by the 3 member teaching team, Field Coordinator, Unit Supervisor and Community Service Worker to keep younger children occupied while the parents are active in the meeting. Parent groups meet during class hours, between sessions, or in the evening, whatever seems to work best for them.

One Field Coordinator in cooperation with the staff held an area-wide meeting of parents and the community to acquaint everyone with the program and its value. The meeting involved parents and staff from some 25 classes. More than 150 people were in attendance.

A city wide Pre-School Parents Committee was formed to assist with the Council's first anniversary celebration. This group is making plans to become a permanent organization. They will now discuss and deal with issues that affect the program on a city-wide basis.

The many new activities that parents are involved in are too innumerable to detail. However, there is no doubt that parents have seen the value of pre-school and are deeply committed to its goals for their children.

We have found the prime deterrent to a child's enrollment or regular attendance to be the over whelming physical needs in the home. Few parents have refused to bring their children when they learned the purpose of the program. Our major problem has been difficulty in meeting the demand for classes in areas of need due to lack of sufficient facilities. When we have presented this problem to parents anxious to have their children in pre-school, they have in many cases, volunteered to look for space or talk to churches or organizations they know to request space. Many successful leads on classroom space have come from parents and other interested citizens. Our attitude toward failure to enroll a child is that we have not yet found the key to communicating with that family. It is unpredictable as to who might be successful in this very personal interaction,---sometimes it's the teacher, sometimes the community service worker, and at times the Unit Supervisor or Field Coordinator. If necessary several visits are made to the home to enroll the pre-schooler. Parents have been impressed and convinced of the staff's commitment by their tenacity and enthusiasm in getting children into the program.

The impact of National Headstart publicity and our local Headstart program has been significant in alerting the community to the need for pre-school education. Many of our parents had children in last summer's Headstart program and already know the value of early learning experiences. We are convinced that the major task in Newark is not to sell the idea of pre-school education to parents but to make pre-school education available to all children in a meaningful and realistic way. To this end, our entire staff is engaged in acquiring skills that will make our involvement with parents and the community an even more meaningful venture. The staff that works closely with the children and parents are receiving training in group work and working in the community.

There have been innumerable requests from parents for special activities and trips for their groups. The more parents can learn about helping their children at home, the more chance the children have for success in school. Since parents are enthusiastic about taking library trips, having art workshops and story-telling sessions, we want to ensure that we have the necessary materials and facilities at their disposal. Now that parents have begun to see that they can play a role in educating their children, the staff is in a position to encourage parents to continue this involvement in the school life of their children in future years.

The administrative staff is developing ways to better refine and communicate the goals of the program to each other so that a comprehensive and clear policy can be established for the entire operation.

Constant evaluation of the effectiveness of the program is being done in staff meeting and in-service training sessions.

PROJECTIONS FOR PARENTAL INVOLVEMENT

1. Our parent group, also, is interested in education. We have included in our budget request for next year funds to provide such a program for them, including trips, skill teaching, i.e., sewing, interior decorating, cooking, etc. (See Budget Line 34)
2. More work will be done in orienting staff to working with parents.
3. Parents will play an active role on the Pre-School Board of Trustees and in the Parents Committee.

VII. COMMUNITY INVOLVEMENT

The Newark Pre-School Council is one of the few Community Organizations in the country that has been funded to conduct a year round, city-wide pre-school program. The success the program has enjoyed thus far is due to community commitment and involvement.

The most significant evidence of community wide interest is the support that has come from churches, public housing projects and community organizations in giving classroom space for the program. Churches and organizations already operating on deficit budgets opened their doors to the children in their community. Space is not only given but the sponsors are paying the expense of lighting, heating and custodial services.

This contribution represented the bulk of our non-federal share to the program. By giving 10% in space costs plus \$37,000 from the State Office of Economic Opportunity, the community brought over \$2,000,000 (million) into Newark for pre-school education.

Following is the list of sponsors:

Abyssinian Baptist Church
Archbishop Walsh Homes
Baxter Terrace
Bethany Baptist Church
Bethesda Church of God
Central Presbyterian Church
Christ Reformed Church
Christopher Columbus Homes
Clinton Avenue Presbyterian Church
Felix Fuld Homes
First United Presbyterian Church
Franklin D. Roosevelt Homes
Grace Episcopal Church
Gethsemane Baptist Church
Hopewell Baptist Church
Hyatt Court
Jones St. YM-YWCA
Memorial Presbyterian Church
Metropolitan Baptist Church
Mount Calvary Baptist Church
Mount Pleasant Baptist Church
Newark Christian Center
Otto Kretchmer Homes
Our Lady of Perpetual Help Roman Catholic Church
Pennington Court
Philemon Baptist Church
Roseville Methodist Church
Roseville Presbyterian Church
Second Presbyterian Church
Shiloh Baptist Church
South Park Calvary Presbyterian Church
Southward Boy's Club
St. John's Lutheran Church
St. John's Methodist Church
St. Paul's Methodist Church

St. Paul's Presbyterian Church
St. Rose of Lima Roman Catholic Church
St. Stephan's Church of Christ
Stella Wright Homes
Temple B'nai Jeshurun
Trinity Methodist Church
Trinity UAME Church
Waverly Park Presbyterian Church
West Presbyterian Church
Rev. William P. Hayes Homes
Zion Baptist Church

We anticipate that we will be able to reach over 80% of our goal for classes this year. This means that 100 pre-school classes will be in operation this year, involving 3,000 families. This does not include classes now operating in The Child Service Association, Fuld Nursery and Hilary School, also with federal funds.

The pre-school program has tried to project the goals that are meaningful and relative to the life of the community. Trips into neighborhood block stores, and public facilities are made with the children so that they begin to see their surrounding in a new light.

Our objective has been total mobilization of the community centered around its hopes and dreams for its children. Besides the sponsoring of pre-school centers, other community action projects are now springing up. One area of the city has formed a committee for pre-school education. Their interest is in getting total community support behind our effort. This committee has been helpful in talking with the local school administration and in getting the head kindergarten teachers to begin planning for an advanced curriculum for their September groups.

Staff and parents have become active in the Area Boards and in The Education Task Force sponsored by United Community Corporation. Part of our responsibility, as we have seen it, is to emphasize the importance of these new community structures and discuss ways that pre-school staff and parents can play a role.

Hopefully, parents will begin to realize how effective and important their united voice can be and they will continue to be active after the pre-school year is over.

The pre-school program has been able to reach out into all areas of the city for help in bringing quality education to the children of Newark.

Since our program is a comprehensive one, tie-in has been made with the city Health Department. Chest X-Rays for staff and inoculations for the children have been done at the City Health Department. Baby Keep-Well Stations have been used by our medical staff for physical examinations. The State Health Department was instrumental in securing measles vaccines and in helping to coordinate our efforts with the city health officials. Service organizations such as Lions Club have come forward to

give assistant. Cooperation from the State Commission for the Blind has been very helpful.

More work is needed in the area of interpreting the goals of our program out into the broader community so that even more people who are not directly concerned with pre-school become aware of the value of pre-school education. Part of the difficulty in communication has come from lack of personnel with the specific responsibility of getting information out into the community. We intend to include such a person on staff this year. (See Budget, Line 8)

One of the most serious problems has been the location and provision of adequate facilities in those sections of the city in which there is the greatest need. The degree to which many churches have sacrificed to enable us to operate Centers in their quarters is, indeed, heartening. The fact is, however, that in areas where we have had long waiting lists of children wishing to enter our program, many religious or other groups simply cannot afford to accommodate us. For these reasons, we are requesting the award of funds for the purpose of helping some of the sponsoring organizations with their immense utility bills. With these funds available we feel certain we can add a number of facilities. (See Budget, Line 50). This would not be an automatic grant to each participating institution. Rather, it would constitute a fund which would be assigned according to the real financial need as determined, for example, by the Facilities Committee of the Council's Board of Trustees.

PROJECTION FOR COMMUNITY INVOLVEMENT

1. Some financial aid must be provided to insure the opening of new facilities as well as continuation of present facilities. (See Budget Line 50)
2. We will continue to work to a more effective relationship with the Council of the City of Newark Corporation and the Council of the City of Newark Corporation and the Council of the City of Newark Corporation.
3. The Community Training Program for the coming year will continue to include workshops and training of all staff in working in the community.
4. We will continue to work with parent groups to acquaint them with their rights and responsibilities as Newark residents, to the end that they develop a sense of community involvement and begin to learn ways in which together they can solve many problems.
5. In order to afford broader dissemination of information concerning the Council's goals and activities, special professional services are requested. (See Budget Line 8)

VIII. SOCIAL SERVICES

Our concentration during the organization of this department has been working with the family through the child in motivating them to help themselves. We are providing directions toward better community living, referral services, interpretation of community services and values, encouragement and support. In developing this premise, it has been necessary to interpret the function of the Social Service Department to our own staff members, also to prepare the essential forms for carrying out this program such as Intra-Agency Referral Forms, Inter-Agency Referral Forms and Social Workers' Fact Sheets.

It was necessary to interpret our pre-school services to other agencies in the community, most of whom were not familiar with our program. By establishing working relations with these agencies, we have often been able to expedite referral services. So often many of our families have been bogged down with financial and medical difficulties because of lack of understanding by agencies and families' lack of knowledge of community resources. This invariably affects the child in that he lacks adequate parental attention and has inadequate food, clothing and medical attention.

We are working with Leaders and Community Service Workers on specific problems regarding the physical and emotional health of the child and family. In cooperation with our health services, on setting up centers for physical examinations and inoculations, we have been able to assist our Nurse in checking and completing health records and rosters. In many instances, it is important to interpret the need for these health records and bring into focus pronounced problems.

Our in-service training program for the Community Service Workers has expanded. Through this program, emphasis is being placed on establishing a functioning relationship between the parent, worker and the community with concentration on approach, establishing rapport and involvement with families. Because the staff identifies so readily with the families' problems, it is important to provide guidelines on helping people with an understanding yet professional approach. The goal of the Social Service Department must be to help families develop their own inner resources.

Due to the limited time that our Social Services Department has been in operation, (January 1, 1966), it is just beginning to broaden its scope toward a concentrated effort to meet the needs of the entire community. Most parents are interested in their children and want to provide at least an adequate direction and motivation toward a more stable family and community life. Through our services to the children we are establishing working communications with the family and community.

There is a lack of available facilities within the community to deal with specific problems such as psychological services for our pre-school children, adequate housing, employment difficulties and many more. We are interpreting to the families the available community resources and making them aware of the ways and means of using these services with optimum efficiency.

PROJECTIONS FOR THE SOCIAL SERVICES

1. The full complement of Social Workers will be hired to facilitate and broaden our community services and organization.
2. A Clinical Psychologist will be used for testing and consultation services where it is implied.
3. Consultants will be brought in for orientation and training sessions to help staff develop skills in working with the children and their problems.
4. The Social Service Department will become more involved in the parent program so that needs can be mutually indentified and ways of alleviating problems worked out.
5. The Social Service Department will give information to the Executive Staff and Board on community needs so that coordinated planning can be done with the agencies to meet these needs on a comprehensive basis.
6. Better coordination between agencies and the overall community action program will be sought so that social services can be braodened and made available for all of Newark's people.
7. A Coordinator of Health and Social Services will be included on staff. (See Budget Line 7)

IX. HEALTH SERVICES

Health Services were formally established January 1, 1966. Previously, Community Service Workers had taken the children to the nearest Child Health Stations for immunization against measles and for other vaccinations. The Health Stations cooperated with us in this endeavor as much as possible due to their limited staff.

Child Health Stations throughout the city are used on off hours and Saturdays for thorough medical and biological examinations.

The examinations are being done in a program developed and coordinated by the Council's Consulting Pediatrician, utilizing the services of many other Pediatricians and General Practitioners, each assisted by Nurses.

Health Services include for each child:

1. Medical evaluation including medical history, development assessment and physical evaluation.
2. Screen Tests:
 - a. Vision
 - b. Hearing
 - c. Speech
 - d. Tuberculin testing
3. Laboratory Tests:
 - a. Urinalysis
 - b. Others on request of examining physician
4. Dental Assessments
5. Completion of immunization
6. Psychological evaluation
7. Conference with parents
8. Teacher observation
9. Appropriate follow-up services

Our Consulting Pediatrician will evaluate the examination record of each child. Any problem findings, whether physical, surgical, dental, visual or emotional, will be dealt with by the Pediatrician and Nurse working together with Social Workers. Whenever possible remedial or corrective work will be undertaken through local Public Health facilities.

PROJECTIONS FOR HEALTH SERVICES

1. The same comprehensive physical examinations will be provided for each child in our program.

2. Parent education relative to health, dental care, and meal planning will be further developed.
3. Close cooperation among city health agencies and the Council will be strengthened wherever possible.
4. Those health problems, physical or emotional, requiring urgent follow-up, will be directed, when possible, to existing clinics or agencies.
5. Where public clinics are not available, the funds requested for remedial treatment will be used to provide treatment by private resources. (See Budget Line 29)
6. To coordinate the wide spread operations of the medical, dental, and psychological services, as well as handling of family problem situations discovered by Social Workers, a new position is requested, Coordinator of Health and Social Services. (See Budget Line 7)